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ABSTRACT

Based on research that views students' spelling ability as a result of "over-learning" words, this guide presents techniques and procedures for designing a spelling program integrated with reading and writing. Following an introduction, the first section presents answers to 12 commonly asked questions about spelling, and offers recommendations for a spelling program based on spelling research. In the second section a set of criteria for word selection is outlined, followed by a suggested five-day implementation plan to improve spelling proficiency. Other sections outline methods for mastering spelling words, including the Test/Study/Test technique and proofreading. Sections on individualization, remedial assistance, and evaluation illustrate how these aspects are incorporated into the spelling program. The final section provides suggestions for activities in the following areas: visual, auditory, kinesthetic, writing, dictionary and word meanings, newspapers, and computers. Appendixes consist of: (1) grade 1 pretest format; (2) grade 2 pretest format; (3) grade 3-6 pretest format; (4) sample letter to parents; (5) challenge words sheet; (6) growth chart; (7) challenger certificate; and (8) spelling rules. Grade level lists and a cumulative word list are also appended and seven references are included. (MM)

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SPELLING for Reading and Writing

GUIDELINES AND ACTIVITIES

Division of Curriculum Development

Department of Curriculum & Instruction

Memphis City Schools

Memphis, Tennessee

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INTRODUCTION

Spelling for Reading and Writing includes words that students have experienced in reading and used frequently in writing. Many spelling programs in the past have organized words according to phonetic patterns. Educational theory and research now indicate that words should be organized so that students can actually see patterns or relationships among the words in each lesson. Students' ability to spell accurately results from "over-learning" the words. Word images should become fixed in each student's mind. This approach is more conducive to long-term retention and application.

Research indicates that there are three principles according to which English is spelled. First is the alphabetic principle in which rules are memorized in a phonetically organized program. The students learn generalizations that often cannot be used in other situations. This results in the memorization of the spelling of each word but does not facilitate long term retention.

A better way of promoting long term retention of spelling skills is recognizing the principle of within-word patterns. Students can be taught to perceive common structural characteristics and predictable patterns of spelling words. A spelling list should be organized first by visual similarity and, second, by sound. This makes retention easier.

The third principle involves the meanings of words. Words related in meaning can be related in spelling although the pronunciation may be different. It is easier for a student to remember correct spellings of words if he knows the meanings of these words. This is the most important principle in developing spelling proficiency.

Researchers state that students' correction of their own spelling tests is the best method for attaining spelling proficiency. Not only does it provide immediate feedback to the students, it allows for individual needs and differences. Teachers should also aid the students in problem areas but only after the students have corrected their own errors. Self-correction reinforces the idea in the students that self improvement is vital to the educational process.

Appropriate spelling activities that integrate spelling with writing must be included to ensure a successful spelling program. Spelling experiences that involve little or no writing of the words in context do not provide students with necessary reinforcement and enrichment. Integration of spelling and writing clearly demonstrates to the writers the usefulness of accurate spelling. A successful spelling program minimizes daily time spent (10-15 minutes) on spelling words to ensure more time devoted to actual writing experiences. Better spellers do make better writers.

THE MOST COMMONLY ASKED QUESTIONS About SPELLING . . . and what the Research Says

Historically, spelling is one of the most frequently investigated areas of the curriculum. However, spelling improvement has not been commensurate with research efforts. In an effort to improve spelling instruction in the elementary and middle schools, the following most commonly - asked questions about spelling are answered, based upon a review of confirmed spelling research.

1. **What is the most important single factor in spelling success?**

   The field research on the self-corrected test indicates that the child correcting his own spelling test, under the direction of the teacher, is the single most important factor in learning to spell.

2. **Which spelling method is superior: The study-test method or the test-study-test method?**

   The test-study method, with an immediate correction of the list, is superior to the study-test method.

3. **Which words should be included in a spelling curriculum?**

   There is as yet no field-tested substitute for direct instruction on the basic core of high-frequency words needed in child and adult writing.

   Children should be able to recognize a word in print before they are asked to spell it. Students should concentrate their efforts on high-frequency words used in their writing.

4. **Is it profitable to teach spelling rules?**

   The only rules that should be taught are those that apply to a large number of words and have few exceptions.

5. **Will pupils learn to spell the hard words more effectively by premarking the hard spots?**

   Research has consistently shown this technique to be of little value. Some series color "hard spots" to draw attention of students to it. It is important to realize that children learn words as whole units and not individual parts.

6. **In learning to spell a word, is it better to concentrate on the syllables of the word or on the whole word?**

   Schools would do well to re-emphasize the fact that learning to spell a word should involve the child forming a correct visual image of the whole word. The attempt to divide words into parts or syllables has not proven to be a superior technique. Concentrated attack on each whole word as a specific learning problem is recommended.

7. **How much time each week can profitably be spent on spelling?**

   The field research on time allotment for spelling indicates that children should receive from 60-75 minutes per week for spelling instruction.

8. **How can students most effectively study new words?**

   The field research indicates that most children should follow a sequence of steps in learning how to spell words. This procedure should include auditory, visual, and kinesthetic involvement with the words.

9. **What is the most effective format for initially presenting the spelling words?**

   Research has consistently shown that it is more efficient to study words in a list than in context. Words studied in lists are learned more quickly, remembered longer, and transferred more readily to new context.

10. **What role does motivation play in learning to spell?**

    Pupil interest is crucial to spelling improvement. The development of positive attitudes toward spelling improvement is key to improvement. At the same time recognize that mere pride in spelling alone is no substitute for efficient and meaningful practice periods. Field research supports the use of some spelling games to increase student interest in learning to spell but they should not take the place of direct instruction.

11. **How are spelling words most effectively grouped . . . by word families, by or differences of letters in the words, by sounds, etc.?**

    Researchers generally agree that three factors should be considered when grouped words:

    1. Only words of highest-frequency should be taught and they should be grouped by grade level according to frequency.
    2. Attempts to group words to call attention to their individual parts is of little value. It is important to realize that children learn words as whole units and not individual parts. Learning to spell a word should involve the child forming a correct visual image of the whole word.
    3. There is no escaping the fact that a very large number of common words do not conform to any generalized grouping -phonetic or orthographic.

12. **Is there value in activities that encourage students to write their spelling words in some meaningful context?**

    Since the purpose for learning to spell is to be able to write fluently and correctly, much practice in application - writing - is an essential part of any good spelling program.

RECOMMENDATIONS FOR A SPELLING PROGRAM BASED ON THE RESEARCH

The following recommendations are based on a careful review of the research and should be incorporated into every spelling program.

1. Spelling words of highest frequency in child and adult writing should be the words studied by elementary school children.

2. Spelling words should be presented in list form, rather than in sentence or paragraph form.

3. Utilization of a pretest is essential. The student then studies those words that are shown to be difficult to him/her.

4. The self-corrected-test procedure, under the direction of the teacher, is the single most important factor in learning to spell. It is clearly appropriate for all ages and abilities and should be implemented within the total spelling program.

5. A systematic, easy-to-use word-study procedure is essential for student mastery of difficult words. The word-study procedure should involve visual, auditory, and kinesthetic modalities.

6. A crisp spelling program of between 12-15 minutes per period, 5 days per week, is sufficient to maintain and improve spelling ability.

7. The test-study-test method is superior to the study-test method when working with most spellers.

8. Most attempts to teach spelling by phonic rules are questionable.

9. Learning to spell a word should involve the student forming a correct visual image of the whole word. The presentation of words in syllabified form has no advantage over whole-word presentation.

10. Drawing attention to the "hard spots" of a word has no value in improving spelling ability. Children learn words as whole units, not individual parts.

11. Since most spelling words are already known and used by the students, it is not important to the spelling task to spend time on word meanings.

12. Spelling lists derived from various curricular areas are of little value in increasing spelling ability.

13. Frequent opportunities to use spelling words in writing contribute significantly to the maintenance of spelling ability.

14. The major contribution of spelling games is the stimulation of pupil interest. The activities should supplement, not supplant, systematic instruction.

15. Children should not be required to make repeated writings of words without intervening attempts at recall. The practice of having a child copy a word several times in quick succession has no value in spelling.

16. The practice of writing words in the air is of doubtful value since the arm and hand movements are generally not the same as those used in the writing of words.

17. There are very few rules that will provide the student with concrete spelling direction. Emphasis must be on teaching the child to learn the ways that words are spelled and not depend upon any one approach or way to spell a speech sound.

18. Helping students who appear to be low in spelling ability deserves special recognition. Immediate and careful remediation is imperative. It is important to isolate the cause of the problem. Often, the problem lies with one or more of the following: lack of interest; poor proofreading skills; meager writing ability; lack of direction concerning what words to study; dawdling; lack of a method for attacking a word; or improper self-correction practices.

19. Pupil interest is crucial to spelling improvement. The development of a positive attitude toward spelling improvement is key to actual improvement. The replacing of a positive attitude by grades or competition with others detracts from a genuine spelling growth. At the same time recognize that mere pride in spelling alone is no substitute for efficient and meaningful practice periods. Accurate spelling ability is most likely the result of "overlearning" which fixes the word image in the pupil's mind.

20. Oral spelling should not occur frequently. Spelling ability is defined as the ability to write a word rather than spell it aloud.

SPELLING FOR READING AND WRITING

Word Selection Criteria

Words were chosen according to the following criteria:

1. Words in grades one through six appeared in the first 3,000 word range of highest frequency written words on Horn's list, 10,000 Words Most Commonly Used in Writing. The first 3,000 words account for 97.6% of all adult and children's writing.

2. Enrichment words appeared in the 4,000 word range of highest frequency words on the Horn list. These words comprise 98.7% of all writing.

3. Words were listed by grade level according to the difficulty of mastery as indicated by The New Iowa Spelling Scale. Words appearing on each grade level list were in the 10% to 49% range of mastery on this scale. This range allowed for the inclusion of words with varying degrees of difficulty within each lesson.

4. Geographic distribution, permanency, and cruciality of words were substantiated by research from A Basic Vocabulary of Elementary School Children (Rinsland, 1945) and The Living Word Vocabulary (1981).

5. Words were sequenced in lessons according to the grade level introduction of the word and sequence of skills in the HBJ reading series.

6. Words were grouped in lessons according to phonetic patterns, within-word patterns, base words, affixes, derivational families and/or central themes.

IMPLEMENTATION

The following suggested implementation plan provides daily steps to improve spelling proficiency. It is important to maintain a daily spelling schedule. Students should become familiar with the daily schedule to foster independent study habits.

First day (Pretest)

1. The teacher pronounces words as students write the words. (Grades 1 and 2 should write spelling words on 1st and 2nd Grade Writing Tablet paper. Students in grades 3 through 6 may use D'Nealian lined notebook paper. Words may be written in columns with space on the right of each column for corrected spelling during self-checking procedures. See Appendixes A, B and C for format.)

2. The teacher pronounces each word twice. Each word may be used in a sentence for clarification after the first pronunciation.

3. Immediately following the pretest the teacher spells and writes each word on the board.

4. As the teacher spells, students touch each letter in the word and draw lines through misspelled words.

5. Students write the correct spelling in the space beside each misspelled word. This process must be closely monitored.

6. Students count the number of words spelled correctly and record their performance on their Spelling Growth Chart.

7. The teacher assigns Enrichment Words to students who master 80% of the pretest words. (These words will be included on the practice and final test.)

Second day (Study/Activity)

1. Students practice all assigned words using the Study Technique steps.

2. The teacher should provide visual, auditory, and kinesthetic activities to accomodate learning styles and to stimulate interest. (See Activities)

Third day (Practice Test)

1. The teacher pronounces spelling words as students write each word.

2. Students self-check each word as the teacher spells and writes words on the board. (The practice test may serve as a posttest for those students with 100% accuracy and results may be entered on the Spelling Growth Chart. Those not demonstrating mastery will enter results after the posttest.)

Fourth day (Study/Activity)

1. Students repeat Study Technique steps with all assigned words.

2. Activities requiring written application of words should be selected. (See Writing Activities)

Fifth day (Posttest)

1. The teacher pronounces words as students write each word.

2. The teacher pronounces each word twice. Words needing clarification may be used in sentences following first pronunciation.

3. Teachers should grade this test. Students identify misspelled words and add these words to the Challenge Words sheet.

4. Students record their performance on Spelling Growth Chart.

   Students demonstrating mastery on the practice test may be exempt from the posttest and be provided reward activities (computer activities, checking peer work).

Review Lessons

After each fifth lesson a Review Lesson is provided. The Review Lesson consists of words from the Challenge Words sheet. The suggested five-day procedure should be followed for review lessons; however, results from testing should not be entered on the Spelling Growth Chart. Because Challenge Words sheets are individualized, the suggested daily implementation plan may be adapted to allow for team/peer pairings. For example, the teacher may pair students to pronounce words for individual review tests.

It is recommended that each student chooses no more than the number of words on the weekly lesson. Students may be allowed to select their own list of words for study and testing. Mastered words may be removed from the Challenge Words sheet. The remaining words may be included in the next Review Lesson. Test results will not be recorded but the teacher is encouraged to present certificates (see Appendix G) with report cards to students demonstrating at least 80% mastery.

Students without Challenge Words to study will automatically receive certificates. These students may also be used for peer tutoring during review lessons.

TEST/STUDY/TEST

The Test/Study/Test method is a technique used for spelling word mastery. The format consists of a Pretest, Study (with Practice Test), and a Posttest.

I. Pretest

At the beginning of each week a Pretest will be given. The Pretest is to be checked by the student. The Pretest will follow this procedure:

The teacher will dictate the list words for the week.

A. The teacher will say the word, use it in a sentence, and say it again.

B. Students will write words as the teacher pronounces them. (See Appendixes A, B, and C for format.)

C. Immediately following the test the teacher will slowly spell and write each word on the chalkboard or overhead.

D. Students touch each letter as the teacher spells and writes the words.

E. Students draw lines through misspelled words and write the corrected spelling.

F. Students should record number of words spelled correctly on Spelling Growth Chart.

G. Students spelling 80% or better on the Pretest should be given Enrichment Words to study.

II. Study

The student will study the misspelled words using the Study Technique on page 8. (A Practice Test including list words and Enrichment Words-when applicable-is to be given mid-week.)

III. Posttest

The Posttest is to be given at the end of the week. This test should be checked by the teacher and recorded on the Spelling Growth Chart by the students. Any word misspelled should be written on the students' Challenge Words sheet for review and retesting.

STUDY TECHNIQUE

HOW TO STUDY A WORD

1. Look at the word and its shape carefully.
2. Say the word and spell it aloud.
3. With your eyes closed visualize the word.
4. Cover the word and write it.
5. Check the spelling.

Students who experience difficulty should be encouraged to do the next four study steps:

6. Trace the letters of each word with your finger while saying each letter aloud.
7. Close your eyes and spell the word aloud, checking to see if it is correct.
8. Cover the word and write it.
9. Check the spelling.

This study guide implementation will depend on the teacher's making certain that students understand the Study Technique. The techniques should begin with the entire group. The teacher will guide students through steps 1-5. Have the students self-check to see if they have accurately spelled the words. Upon completion of this activity those students who are experiencing difficulty should be guided through steps 6-9.

Although this study technique is an old one, it has been substantiated through research. In order for this spelling program to be a success this Study Technique must be utilized daily.

PROOFREADING

Competency in spelling is greatly improved when proofreading experiences are provided. In the TEST/STUDY/TEST method the student corrects his own mistakes on the pretest and practice test. The student perceives the order of the individual letters that comprise each spelling word. By writing the corrected word the student involves the kinesthetic modality. By seeing the corrected word the student involves the visual modality. By hearing the correct spelling the student involves the auditory modality. This method provides the learner with a clear-cut guideline for proofreading misspelled words.

Other proofreading activities:

1. The students find and correct misspelled words in sentences, paragraphs, stories, etc.

2. The students choose the correctly spelled word instead of an alternate spelling. i.e. gott got gaut

3. The students choose the correctly spelled words from a list of various words. i.e. gott
   mad
   bed
   git

4. The student will have access to computer proofreading activities on the Bankstreet Writer spelling data diskette. Teachers can send a blank diskette to Microcomputer Services and a proofreading program based on the grade level word list will be prepared. The program can be adapted for the Texas Instrument computers with the use of tape recorders at the individual schools.

INDIVIDUALIZATION

Spelling for Reading and Writing focuses on individual learning styles and those instructional processes which are most effective. The three identified styles are auditory, visual, and kinesthetic.

Spelling for Reading and Writing provides easily adaptable activities for auditory, visual, and kinesthetic learners. Use of the activities in relation to the word lists improves written spelling accuracy.

A systematic approach provides structure and guided practice to strengthen the auditory learner's deficiencies. Verbal introduction to each word list with emphasis on accent marks and accepted pronunciation is fundamental. Clear, precise enunciation of each word minimizes misleading sound/symbol relationships for the auditory learner.

The initial approach is similar for visual learners. During the introduction of list words, focus is on the pattern and design of the letters in the correctly spelled words. A Study Technique (see page 8) reinforces a student's visual memory perception.

For the kinesthetic learner, the initial approach is used, focusing on the writing of the list words. Letters, tiles, clay, and other suitable tactile materials can be used to correctly sequence letter patterns.

Enrichment Words accompany each lesson. The words are assigned to students who demonstrate at least an 80% mastery of words from the lesson. Enrichment Words are designed to expand an individual's spelling vocabulary.

The Challenge Words list provides an individualized list of words for each student. From the Challenge Words list each student chooses the number of words comparable to the number of words on the weekly lesson for his Review Lesson. Students are motivated to master Challenge Words by receiving a certificate each six weeks if at least 80% of the Review Lesson words have been mastered and by removing mastered words from the Challenge Words sheet.

REMEDIAL ASSISTANCE

Some of the more common reasons students fail to learn to spell are a poor attitude toward spelling/school, lack of study skills, no specific study technique, poor handwriting, or special disabilities, i.e., visual/hearing impairment, emotional instability, limited exposure to printed materials, and immaturity. Spelling for Reading and Writing has built-in methods to identify students who have difficulty learning to spell.

Through error analysis, teachers can identify problem areas, i.e., adding affixes, forming plurals, and encoding letter combinations. The Challenge Words list can be the basic source of this information. After problem areas are identified, the teacher may draw the student's attention to the problem. Asking the parent to work with the child on the problem areas generates an awareness on the part of parent and student, a major step toward self-remediation.

The student needs direct supervision during the study period to ensure that the essential steps in the Study Technique are known (see page 8). Activities that focus on the problem the student is experiencing should be assigned. The student must be led to take the responsibility for knowing when a word has been mastered.

Some spelling difficulties may occur because reading skills have not been mastered. In this event, reading skills may be emphasized during the reading period and activities given to reinforce the skills. Memorization, with understanding of the basic spelling rules, is an integral step for all students, especially those experiencing difficulty.

EVALUATION

Evaluation is an important aspect of good teaching. It is a continuous and important part of learning. Proper evaluation will enable teachers to accurately measure student progress.

Spelling for Reading and Writing provides a systematic testing procedure. Testing plays an integral part in spelling. Each lesson provides several opportunities for evaluating students' spelling and checking their progress.

1. Assessment of students' progress for the 1st six weeks will be determined by the five Posttest scores from lessons 1-5.

   Each subsequent six weeks assessment follows the same format.

2. An individualized Review Lesson is provided after every fifth lesson.

   It is suggested that students pair for study and testing of the Review Lessons.

   Review Lessons should not be included in the six weeks grade.

ACTIVITIES

Enrichment activities are based on visual, auditory, and kinesthetic reinforcement. Visual reinforcement includes the use of configurations, proofreading, and puzzles. Auditory reinforcement includes listening to identify rhyming words, listening to categorize word parts, and listening to determine changes in stress for hard to hear letters. Kinesthetic reinforcement provides opportunities for written practice of list words in structured and original writing.

Activities may point out structural analogies (i.e. accept, acceptable, sign, signal), configurations (i.e. double consonants), and puzzles. Writing activities may be integrated into content areas: write complete sentences; expand phrases into sentences; substitute list words for words in a paragraph; write poetry using list words; and, use list words in an original story.

Research and logic exclude activities calling attention to hard spots, writing words in the air, copying words a number of times for practice/punishment, or spelling words orally for student instead of writing them.

This section includes activities readily adaptable to word lists on any grade level. For activities involving one or two students at a time, have remaining students write the activity at their desks.

VISUAL ACTIVITIES

Wordfind

Use word search puzzles to provide opportunities for students to find their spelling words spelled correctly within a maze. The teacher may produce an original or use the computer for format. (Utility disk number 504254 - for computer word search format.)

Fill-In

The teacher writes the list words on the board leaving blanks for some of the letters. The students find the words and fill in the blanks with the missing letters.

another ___ ___ ___ th ___ ___
brother br ___ ___ ___ ___ ___

This activity may be used to stress letter patterns in words.

Prefixes-Suffixes

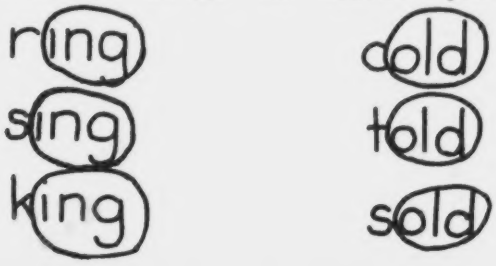
The teacher will write a group of list words on the chalkboard to be expanded by adding prefixes or suffixes. Students take turns going to the board to expand each word. Next they use this expanded word in a sentence.

Images

Students write words the way the words make them feel or help them form mental images. Image association helps students remember word spellings.

Patterns

1. Use spelling words that have similar letter patterns. Have students find and circle the similar parts in these words.



2. The teacher will make a tachistoscope to reinforce letter patterns in words. The word part that remains the same is written on the larger object. The changing word part will be pulled through to make new words.

Hidden Words

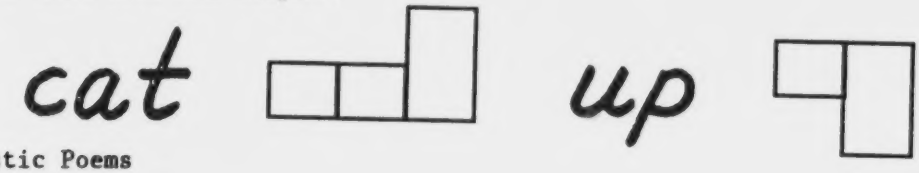
Have students create nonsense words by combining list words that have one or more shared letters. The shared letters must end one word and begin the other word.

runoon	run	noon
leasteam	least	team
chiefaith	chief	faith

These may be put on the board or written on a handout.

Configuration

The teacher will make configurations of the list words. The students will try to figure out the words by placing the letters of a word into the shapes.



Acrostic Poems

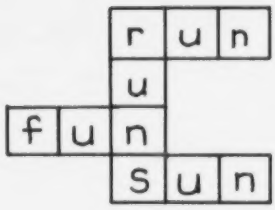
Use acrostics to encourage students to consider each letter of a word and how they are placed. Ex. school

S - students
C - classes
H - homework
O - objectives
O - oral activities
L - learning

Crossword Puzzle

The teacher will begin a crossword puzzle with a list word. The student will join the first word with another list word. The students continue until all possibilities are exhausted.

ex.



Scrabble

Divide the class into two teams. Provide each team with letter cards to spell list words. (Be sure there are sufficient letter cards to spell words with recurring letters.)

Pronounce a spelling word. Team members position themselves to display the word. The team that displays the word first scores one point.

Add On

Divide the class into two groups. Place two identical lists of words on the chalkboard with spaces for missing letters in each word. Have each group face the board. Each member should take turns filling in the missing letters until all words are completed. This is a variation of the Fill-In activity. (see p. 14)

Scrambled Words

Mix up letters of weekly spelling words and place them in sentences. Have students unscramble the words.

Ex. The children jupmed rope. jumped

Concentration

Write list and review words on cards making certain two cards are prepared for each word. Shuffle and spread cards face down. Students take turns selecting cards and turning them over to locate matching pairs. Then the student turns the cards over and spells the word correctly in order to get a point for this match.

Proofreading

1. Students work in pairs to write list words, adding an extra letter somewhere in each word. After lists are exchanged students identify and draw a line through the added letters.

2. The teacher writes spelling word and two misspellings of the word. The student locates the correct spelling.

kat cat tac none of these

3. Teacher gives sentences to students to identify right or wrong list word spellings.

a. My (muther) has gone to the store. W R

b. The (plat) is on the table. W R

c. My (house) is made of brick. W R

Word Families

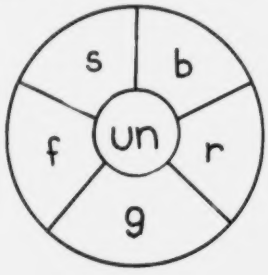
The teacher sets up word families by selecting spelling words which relate to words familiar to students. These words are written, leaving blanks for missing letters. Students are asked to fill in the missing letters by thinking of some familiar word(s) which would help them identify the missing component. Choices should be written after the word.

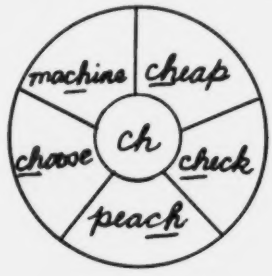
Example: gra __ ual (d or j)
vou __ __ er (ch or sh)

Students might think of the familiar word "grade" to help identify d as the missing letter in gradual. The word "pouch" might help determine the missing ch in voucher.

Word Wheel

Draw a wheel and provide a duplicate for each student. Have students fill in the word wheel with list words requiring letters from the middle circle.



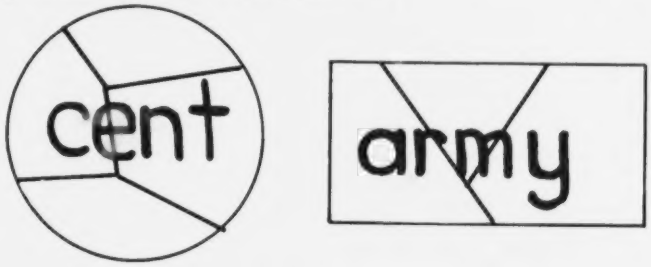


Sack It

Write list words on small cards. Ask students to group words according to visual similarities and place the grouped cards into small paper sacks. Students should label sacks according to how words were grouped.

Puzzling Words

Students work in small groups to cut simple puzzles of list words which they have printed on cards. Completed puzzles may be exchanged among students and reassembled.



Spelling Scramble

Write the spelling words on strips of tagboard. Cut the words so that each letter is separate. Place the letters of each word in a separate envelope. Place the envelopes in a shoe box. At a given signal the player tries to unscramble the spelling words. The time is recorded. The game should continue until all words have been spelled. The player who is the quickest wins.

Root Relay

Print forty words that have a prefix, suffix, or ending added on index cards. Provide a chalkboard, erasers, and a small bell. The class is divided into 2 equal teams. The words are shuffled and the teacher reads the word and taps the bell. One student races from each group to write the word on the chalkboard. The first person to spell the word correctly wins a point. Continue for 20 points.

Erase

The teacher will write a list word on the board. Then as the students close their eyes, the teacher erases one or more of the letters. Students use their visual memory to recall the missing letter or letters.

Challenge

Divide the class into two teams. One student from each team goes to the chalkboard. The teacher calls a spelling list word. The player from one team writes the word on the board. If the student from the other team thinks the word is misspelled, he says, "I challenge you." If the word is misspelled, the second player earns the point if he can spell it correctly. If the word is spelled correctly, and there is no challenge, the speller's team gets the point. Continue the game for 20 points.

AUDITORY ACTIVITIES

Spelling Sports Game

Using weekly spelling words and enrichment words, make a set of baseball cards. Divide the class into Teams 1 and 2 and assign positions. Draw a baseball diamond on the chalkboard. Have the pitcher draw a card and read it. If the batter spells the word correctly, the batter advances to first base. All other players advance one base. If the word is misspelled, it's an out. Three outs retire the side and the other team comes up to bat. A variation would be to assign home and base positions around the room. This game may also be adapted for football.

Spelling Bee

Have a spelling bee with students writing the words on the chalkboard or overhead.

Categorization

Help students hear the sounds in a word by stressing beginning, medial, or ending sounds. Students group the words as they hear them under headings on their sheet of paper.

flower	broom	bat	must
flip	bride	bag	just

Rhyming Words

The students will listen for similarities within words and indicate yes or no, using some form of signaling: yes/no cards, thumbs up/down, etc. bake-make (yes)
bat-ball (no)

Dictation

Have students write sentences using their list words. Use these sentences for dictation.

Strike Out

Divide the class into teams. Proceed as in the above spelling bee, alternating teams. If a player spells a word correctly, he sits down. The team with the fewer number of players standing wins.

Classifying Vowels Sounds

Have students group spelling words according to vowel sounds.

Same or Different

The students listen to a pair of words and signal if they are similar. (blends, vowel sounds, etc.) Use yes/no response cards, for signaling.

Spell Around the Race Track

Draw a race track on tagboard. Divide the class into teams. Divide the track into blocks to show progression.

The teacher will pronounce a list word. When a student spells and writes the word correctly, a marker is moved along the track. If the list word is misspelled, another team attempts the same word. The game continues until there is a winner.

Spelling tic-tac-toe

Divide the class into 2 teams and make a large tic-tac-toe on the chalkboard. A pronouncer gives the first player a word. If the word is spelled and written correctly, the player goes to the board and fills in either X or O. If the word is spelled incorrectly, the other team has a turn. Continue this until one team wins the game.

Password

Students should be able to identify spelling words by the use of synonyms/definitions. Divide the students into teams. One player from each team gives clues to another player on his team. The first player to guess and spell the word gets the point for his team.

Find y

Students make a list of their spelling words that end in y and indicate the sound y makes.

1. rainy - e
2. dry - i
3. baby - e
4. play - silent

Bean Bag Toss

Provide a large container and bean bags. The student must toss bag into the container in order to have the chance to spell and write a list word pronounced by a member of the opposing team.

Spell It!

The teacher calls out the list word. The first person in a row begins to spell a word. The next person continues with the next letter and so on. If a wrong letter is given, the word goes to another row.

KINESTHETIC ACTIVITIES

Textured Words

Give the students yarn, string, or something textured to write their spelling words. Students may also want to make designs from their words.

Sand box

Give students a small shoebox size sandbox to practice writing their spelling words in the sand.

Spelling Designs

Allow students to use different color crayons to make designs out of weekly spelling words.

Syllable Fold

Pass out scissors for students to cut a strip of paper for each list word. The strip is folded depending on the number of syllables in the word the teacher pronounces.

Word Guess

Have students use clay and roll out strips to form letters of the list words. Ask a student to volunteer to be blindfolded and guess what the word is by following its shape.

Scrap Words

The students will use scraps of materials to cut out words and paste them on construction paper.

Word Punch

Allow students to use a paper punch to create words. Place a sheet over the words and allow students to rub it with a crayon.

WRITING ACTIVITIES

Sentence Expansion

Start with a two word sentence. Add adjectives, verbs, etc. Expand each sentence using spelling words.

Paragraphs

Let students write a paragraph using all of the list words at least one time. Let volunteers read their paragraphs or use for bulletin board displays.

Word Substitute

The teacher will assign a paragraph from a reading book. Let students substitute spelling list words for words in the paragraph.

Expansion

Have students expand words into phrases, phrases into sentences, and sentences into paragraphs, using as many list words as possible.

Story Starters

The teacher will provide a story starter. Students may use list words to complete the story.

Poetry

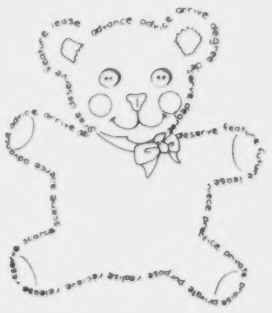
Give students an opportunity to write different kinds of poetry using spelling list words.

Journals

Have students keep daily writing journals using as many lists words as possible.

Word Pictures

Let students use list words to create pictures.



T. V. Commercials

Students write a television commercial using adjectives from the word list. Students act out commercials and write suggestions to improve the commercials.

Nursery Rhyme Exchange

Students rewrite nursery rhymes, substituting spelling words whenever possible.

1) Jack be nimble
   Jack be rapid

2) Mary had a little lamb
   Mary had a small dog

Write a Riddle

Have students write a riddle using the spelling words.

ex. Water, land, and air-dirty! It's not fair.
What did we do to them? pollute

Context Clues

The teacher provides sentences for students to use list words to fill in the blanks based on context clues.

boast stripe ghost

1. The _____ rattled a chair in the attic.

2. The company likes to _____ about its safety record.

3. She earned another _____ for her uniform.

FOR MORE WRITING ACTIVITIES SEE WRITING GUIDELINES AND ACTIVITIES IN YOUR COMMUNICATION ARTS CURRICULUM GUIDE.

DICTIONARY AND MEANING ACTIVITIES

Dictionary Find

Write the list words on the board. Give a dictionary to the first student in each row. Have the students race by writing down the page number and passing the dictionary and paper until each person has written down a new word and the page number. The row with the most words with the correct page number wins after a specified time.

Dictionary Race

Allow students to race through the dictionary to locate guide words, list words, and page numbers. The first person to locate the word called out by the teacher is the winner.

Word Meanings

The teacher will use sentences to help students with word meanings. The teacher gives the clues and the students write the words. The students have the list words before them.

Ex. My brother has a new baby son.
He is my _____.

Word Origin

Enrichment words can be utilized by having students research the origin of the words.

Match the Meaning

Give students the meaning of list words. Have students match the word to the definition.

Front, Middle or Back

To help students increase their speed in locating words in the dictionary, use list words and have students write front, middle, or back beside each word.

NEWSPAPER ACTIVITIES

Cut and Paste

Cut individual letters from a newspaper and paste the letters on a sheet of paper to spell the list words.

Describe-a-Picture

Find a newspaper picture that might relate to a list word. Use that word in a sentence/sentences to tell about the picture.

Find-a-Word

Look for words that have similarities to list words. (Beginning sound, medial vowels, etc.) Write them under headings on a sheet of paper.

Make-a-Headline

Create newspaper headlines by using as many list words as possible.

Advertising

Students will find an advertisement in a newspaper and cut and paste it on a sheet of paper. They will write an ad, using as many list words as possible.

COMPUTER SOFTWARE

The following software may be purchased
through Microcomputer Services.

Phone 454-5247

ALPHABET, SEQUENCE AND ALPHABETIZING
506842 GRADE LEVEL P-I

IN THIS SOFTWARE FIVE IMAGINATIVE LESSONS TEACH THE ESSENTIAL ALPHABETIZING SKILLS. STUDENTS NEED TO USE DICTIONARIES AND OTHER REFERENCE TOOLS. THEY RANGE IN DIFFICULTY FROM SINGLE-LETTER TO FOUR-LETTER ALPHABETIZING AND OFFER PRACTICE IN USING BOTH LETTERS AND WORDS.

DISTRIBUTOR- RAN HOUS
HARDWARE - APPLE COST - $17.98

ALPHABOTS
507296 GRADE LEVEL K-P

STUDENTS CHOOSE FROM FIVE LEVELS OF PLAYING DIFFICULTY: LETTERS STRENGTHENS LETTER RECOGNITION SKILLS, WORDS BUILDS WORD AWARENESS, SPELL DEVELOPS RECALL AND MEMORY SKILLS AS STUDENTS FILL IN MISSING LETTERS OF WORDS, SUPERSPELL DRILLS STUDENTS IN SPELLING WORDS, AND SPEEDSPELL ASKS STUDENTS TO SPELL WORDS AND SPEEDSPELL ASKS STUDENTS TO SPELL WORDS WITHIN A LIMITED TIME FRAME. THIS EARLY HANDS-ON INTRODUCTION TO SPELLING AND COMPUTERS IS CERTAIN TO DELIGHT YOUR STUDENTS.

DISTRIBUTOR - DC HEATH
HARDWARE - APPLE II COST - $45.00

BANK STREET SPELLER
504653 GRADE LEVEL J-A

NOW YOU CAN ENJOY VIRTUALLY ERROR-FREE WRITING WITH THE BANK STREET SPELLER - THE FIRST AND ONLY SPELLING CHECKER DESIGNED SPECIFICALLY FOR USE WITH THE BANK STREET WRITER. BANK STREET SPELLER WILL HELP YOU EASILY CORRECT SPELLING ERRORS AND TYPOS IN ANYTHING YOU WRITE USING THE BANK STREET WRITER.

DISTRIBUTOR - TN BOOK
HARDWARE - APPLE/FRANKLIN COST - $48.97

CUSTOMIZED "FLASH" SPELLING
506915 GRADE LEVEL I-H

THIS CUSTOMIZED SPELLING PROGRAM COMBINES THE APPEAL OF FLASH CARD TECHNIQUES WITH THE EXCITEMENT OF TIMED DEADLINES. STUDENT SEE A WORD FLASH ON THE SCREEN, THEN MUST TYPE IT BACK WITHIN A GIVEN TIME LIMIT. THEY GET INSTANT FEEDBACK ON THEIR SPELLING PERFORMANCE. YOU GET THE OPTION TO COMPLETELY CUSTOMIZE THE SPELLING LIST, IF YOU WISH.

DISTRIBUTOR - RAN HOUS
HARDWARE - APPLE COST - $17.98

FUNDAMENTAL SPELLING WORDS IN CONTEXT
506923 GRADE LEVEL I-J

THIS TOTAL RESOURCE FOR SPELLING IMPROVEMENT PRESENTS MORE THAN IN THE ENGLISH LANGUAGE. SPELLING WORDS WERE SELECTED FROM AN EXHAUSTIVE COMPUTER ANALYSIS OF BASAL SPELLING TEXTBOOKS, LISTS OF SPELLING DEMONS, THE AMERICAN HERITAGE WORD FREQUENCY BOOK, AND OTHER SOURCES.

DISTRIBUTOR - RAN HOUS
HARDWARE - APPLE COST - $67.50

HANGMAN
503665 GRADE LEVEL P-I

WORD GAME THAT CHALLENGES THE USER TO GUESS THE CORRECT LETTERS BEFORE THE FIGURE IS HUNG.

DISTRIBUTOR - TRITON
HARDWARE - TI 99/4A COST - $8.95

JUNGLE RESCUE
505250 GRADE LEVEL P-I

THIS GAME IS DESIGNED TO REINFORCE THE CORRECT SPELLING OF A VARIETY OF ELEMENTARY, INTERMEDIATE AND JUNIOR HIGH LEVEL WORDS. EACH LESSON EMPHASIZES A SPECIFIC SKILL SUCH AS MULTIPLE SPELLING OF SOUNDS, WORD STRUCTURE OF LETTER PATTERNS.

DISTRIBUTOR - LRN WELL
HARDWARE - APPLE/FRANKLIN COST - $49.95

LANGUAGE ARTS SERIES-SPELLING ATTACK
507288 GRADE LEVEL K-I

ELEMENTARY STUDENTS ACTUALLY HEAR THE WORDS TO BE SPELLED AS THEY WORK THROUGH THIS VERSATILE ONE-DISK PROGRAM. A MANAGEMENT SYSTEM ENABLES THE TEACHER TO SELECT SPECIFIC WORDS FROM SEVERAL LEVELS OF DIFFICULTY TO AID IN INDIVIDUALIZING THE MATERIAL. YOU WILL NEED A SPEECH SYNTHESIZER.

DISTRIBUTOR - JOSTENS
HARDWARE - APPLE IIE COST $49.00

MAGIC CASTLE
505285 GRADE LEVEL I

MAGIC CASTLE IS DESIGNED TO PROVIDE PRACTICE IN DEFINING WORDS THAT ARE SUPPLEMENTAL TO THE WORD LISTS CONNECTED WITH COMMONLY USED BASAL TEXTS FOR THE FOURTH AND FIFTH GRADES.

DISTRIBUTOR - LRN WELL
HARDWARE - APPLE/FRANKLIN COST - $49.95

MECC SPELLER
507261 GRADE LEVEL I-H

STUDENTS' SPELLING DIFFICULTIES OFTEN INTERFERE WITH THEIR WRITING: KIDS GET SO WORRIED ABOUT MAKING MISTAKES THAT THEIR IDEAS DON'T FLOW NATURALLY. THIS SPELLING CHECKER, WHICH WORKS WITH TEXT WRITTEN ON MECC WRITER, ELIMINATES SOME OF THOSE WORRIES BY POINTING OUT WORDS NOT FOUND IN THE DICTIONARY AS WELL AS OFTEN-CONFUSED WORDS SUCH AS "ACCEPT" AND "EXCEPT".

DISTRIBUTOR - MECC
HARDWARE - APPLE IIE COST - $ 5.00

MINICROSSWORD
504475 GRADE LEVEL K-A

CROSSWORD PROGRAMS INVENT THEIR OWN CROSSWORD PUZZLES - HUNDREDS OF DIFFERENT PUZZLES ARE POSSIBLE - AND SCORE HOW WELL YOU DO EACH PUZZLE. THE COURSE PROVIDES A VOCABULARY AND SPELLING DEVELOPMENT SYSTEM. FOUR PROGRAMS ARE INCLUDED.

DISTRIBUTOR - TN. BOOK
HARDWARE - APPLE/FRANKLIN COST - $16.77

SCRAMBLED LETTERS/FLASH SPELLING
501425 GRADE LEVEL I

TWO PROGRAMS ON ONE DISKETTE, FLASH SPELLING AND SCRAMBLED LETTERS. ON FLASH SPELLING, WORDS ARE FLASHED ONE-BY-ONE ON THE SCREEN. THE STUDENT CAN ATTEMPT TYPING IN THE CORRECTLY SPELLED WORD. ON SCRAMBLED LETTERS, THE COMPUTER PRESENTS SPELLING WORDS WITH THE LETTERS SCRAMBLED. TWO STUDENTS COMPETE TO UNSCRAMBLE THE LETTERS. INSTRUCTIONS WHICH DESCRIBE HOW TEACHERS MAY ADD THEIR OWN WORDS TO THE PROGRAM ARE INCLUDED. MANUAL INCLUDED.

DISTRIBUTOR - ED. ACT.
HARDWARE - APPLE/FRANKLIN COST - $17.49

SPELLING - BLUFFO
506028 GRADE LEVEL I-A

THIS SOFTWARE STRENGTHEN SPELLING SKILLS. ONE OR TWO CAN PLAY IT HAS AN EXTENSIVE DICTIONARY.

DISTRIBUTOR - EBEC
HARDWARE - APPLE COST - $5.00

SPELLING - MAZE MASTER
506109 GRADE LEVEL I-A

THIS SOFTWARE STRENGTHEN SPELLING SKILLS. ONE OR TWO CAN PLAY SIMULTANEOUSLY. IT HAS AN EXTENSIVE DICTIONARY.

DISTRIBUTOR - EBEC
HARDWARE - APPLE COST - $5.00

SPELLING - VOLUME I
500160 GRADE LEVEL P-I

TWENTY SPELLING DRILLS ON FREQUENTLY MISSPELLED PRIMARY AND INTERMEDIATE WORDS ARE INCLUDED ON THIS DISKETTE. TEACHERS CAN REPLACE THE WORDS AND SENTENCES WITH THEIR OWN. THE SUPPORT BOOKLET SHOWS TEACHERS HOW TO CREATE THEIR OWN WORDS AND SENTENCES. SUPPORT MANUAL INCLUDED.

DISTRIBUTOR - MECC
HARDWARE - APPLE/FRANKLIN COST - $ 5.00

SPELLING - VOLUME 2 - PRE-PROFESSIONAL
500178 GRADE LEVEL H-A

THIS DISKETTE CONTAINS 30 SPELLING DRILLS. EACH DRILL CONSISTS OF 20 DIFFICULT OR COMMONLY MISSPELLED WORDS. A PARTIAL SENTENCE IS PRESENTED. THE STUDENT MUST COMPLETE THE SENTENCE BY CHOOSING THE CORRECTLY SPELLED WORD FROM A LIST. AN OPTION ALLOWS THE INSTRUCTOR TO ENTER UNIQUE WORDS AND SENTENCES TO CREATE ADDITIONAL DRILLS. SUPPORT MANUAL INCLUDED.

DISTRIBUTOR - MECC
HARDWARE - APPLE/FRANKLIN COST - $ 5.00

SPELLING DEMONS, COMPUTER SPELLDOWN
506869 GRADE LEVEL P-I

THIS SOFTWARE TAKES SPECIFIC AIM AT THE 100 MOST COMMONLY MISSPELLED WORDS FOR EACH OF SIX GRADE LEVELS. EACH LESSONS PRESENTS TEN WORDS IN SENTENCE CONTEXT, LETTING THE STUDENTS CHOOSE FROM THREE SPELLING VERSIONS OF EACH WORD.

DISTRIBUTOR - RAN HOUS
HARDWARE - APPLE COST $17.98

SPELLING I
506117 GRADE LEVEL P-I

THIS SOFTWARE PROVIDES LESSONS THAT FOCUS ON THE WORDS MOST COMMONLY MISSPELLED AT EACH OF THE FOUR GRADE LEVELS. EACH WORD IS PRESENTED, FIRST IN ISOLATION, THEN AGAIN IN CONTEXT. THE STUDENT HAS TWO ATTEMPTS TO TYPE IN THE CORRECT SPELLING. MISSPELLED WORDS APPEAR IN A REVIEW AT THE END OF THE LESSON.

DISTRIBUTOR - RAN HOUS
HARDWARE - APPLE COST - $11.98

SPELLTRONICS
501409 GRADE LEVEL P-H

A SYSTEMATIC APPROACH TO SPELLING THAT UTILIZES THE LETTER CLOZE TECHNIQUE TO REINFORCE CORRECT SPELLING AND BUILD VISUAL MEMORY. LINGUISTIC PATTERNS INCLUDED 'VOWEL PATTERNS'. 'LONG VOWEL PATTERNS' 'CONSONANT PATTERNS', WORD ENDINGS, USEFUL WORDS, AND UNEXPECTED SPELLINGS. MANUAL INCLUDED.

DISTRIBUTOR - ED. ACT.
HARDWARE - APPLE/FRANKLIN COST - $17.25

WORDFIND
504254 GRADE LEVEL K-A

CREATE YOUR OWN COMPUTER-GENERATED WORDSEARCH PUZZLES TAILORED TO YOUR SPECIFIC SUBJECT, AND SEE YOUR STUDENTS' SPELLING, VOCABULARY AND WORD RECOGNITION SKILLS IMPROVE. THE PUZZLES ARE WORDS ARRANGED HORIZONTALLY, VERTICALLY, AND DIAGONALLY IN A MATRIX.

DISTRIBUTOR - ED. ACT
HARDWARE - APPLE/FRANKLIN COST - $ 7.49

WORDS ARE FUN - SET I
503223 GRADE LEVEL I-J

A TUTORIAL OF WORD ACTIVITIES WHICH HELPS STRENGTHEN STUDENTS BASIC COMPOSITION AND LANGUAGE ARTS SKILLS. INCLUDES-SPELLING, PARTS OF SPEECH, WORD ACTIVITIES.

DISTRIBUTOR - NTSS
HARDWARE - APPLE/FRANKLIN COST - $29.00

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Rinsland, Henry D. A Basic Vocabulary of Elementary School Children. New York, MacMillan Company, 1945.

APPENDIXES

APPENDIX A

Pretest (1st. Grade)

1. fun
2. run
3. runs
4. sun
5. ~~tha~~ the
6. ~~wuz~~ was

APPENDIX B

39

Pretest (Grade 2)

1. as
2. ~~aks~~ ask
3. bad
4. ~~beg~~ bag
5. bags
6. bat
7. ~~kap~~ cap
8. dad
9. mad
10. map
11. nap
12. ~~patt~~ pal
13. pan
14. rag
15. sad

APPENDIX C

Pretest (Grades 3-6)

1. ~~akt~~	act
2. added	
3. bath	
4. ~~kamp~~	camp
5. cash	
6. ~~casht~~	cashed
7. cast	
8. ~~clas~~	class
9. ~~haf~~	half
10. handed	
11. named	
12. pack	
13. ~~packt~~	packed
14. packing	
15. place	
16. placed	
17. places	
18. ~~pra~~	pray
19. safe	
20. track	

APPENDIX D

To Parents

Spelling for Reading and Writing was developed by Memphis City Schools to help students become more proficient in spelling. It utilizes a TEST/STUDY/TEST approach: pretest on Monday, practice test on Wednesday, and posttest on Friday. Students who score 80% or better on the pretest will study Enrichment Words. Words missed on posttest will be written on a Challenge Words sheet for continued study and a review test every six weeks until mastered.

Games and fun activities help children learn to spell. The following study technique is listed as a guide for parents when helping their children. Parent involvement is encouraged and makes a difference.

HOW TO STUDY A WORD

1. Look at the word and its shape carefully.
2. Say the word and spell it aloud.
3. With your eyes closed visualize the word.
4. Cover the word and write it.
5. Check the spelling.

Students who experience difficulty should be encouraged to do the next four study steps:

6. Trace the letters of each word with the finger while saying each letter aloud.
7. Close your eyes and spell the word aloud.
8. Cover the word and write it again.
9. Check the spelling.

APPENDIX E

CHALLENGE WORDS

APPENDIX F

Name _____

Grade One — Spelling Growth Chart

Number of Words Spelled Correctly

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
6															
5															
4															
3															
2															
1															
	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest	Pretest — — — Posttest

APPENDIX G

SPELLING CHALLENGERS

This is to certify that

_____

has Challenged and Conquered his/her Spelling Words this Six Weeks.

_____ _____

TEACHER *DATE*

APPENDIX H

SPELLING RULES

1. In most common English words q is always followed by u. (queen, quick)

2. a. To most singular nouns, the plural is made by adding s. (books, cats)

   b. Add es to nouns ending in s, x, ch, and sh. (boxes, dishes)

   c. Nouns ending in y, change the y to i and add es if the y is preceded by a consonant. (babies, ladies)

3. Double the consonant when it follows a short vowel before adding a vowel suffix. (hopping, skipping)

4. a. Drop the final e of a root word before adding a suffix beginning with a vowel. (līke - liking)

   b. Keep the final e if the suffix begins with a consonant. (hopeful, careless, lovely)

5. I before e except after c and in words that have a long a sound. (thief, chief, receive, sleigh, reindeer)

6. A base word does not change when a prefix is added to it. (unhappy, misunderstood)

GRADE LEVEL
WORD LIST

GRADE LEVEL WORD LIST

1-1
fun
run
runs
sun
the
was

bus
stuck

1-2
at
cat
fat
hat
sat
up

acts
cuts

1-3
an
and
can
dog
man
ran

dig
dogs

1-4
get
go
no
not
so
yes

kick
rode

1-5
in
into
off
on
out
to

clouds
rainy

1-6
be
he
me
she
us
we

grew
new

1-7
am
are
her
him
his
is

sink
swim

1-8
day
days
like
may
play
way

say
stays

1-9
came
come
comes
hill
hills
will

bake
shake

1-10
book
books
good
look
looks
this

flag
mix

1-11
by
car
cars
it
its
my

star
stars

1-12
did
do
had
has
saw
see

jar
sees

1-13
bed
big
cow
eat
hen
pig

eggs
sheep

1-14
all
ball
box
for
old
you

holds
tall

1-15
boy
boys
but
here
oh
toy

apple
apples

2-1
as
ask
bad
bag
bags
bat
cap
dad
mad
map
nap
pal
pan
rag
sad

lamp
wagon

2-2
beg
bell
bet
egg
fed
fell
gets
led
leg
let
met
net
pen
sell
yet

bears
tent

2-3
bit
fill
fit
fix
hit
if
kiss
little
milk
mill
miss
pin
rip
sit

2-3 (cont.)
tip

kitten
windy

2-4
got
hog
hot
log
lot
mother
odd
of
other
others
rock
son
song
spot
top

frog
lock

2-5
cup
cut
full
jump
just
much
mud
must
nut
put
rub
running
summer
under
upon

funny
hunt

2-6
add
eight
five
four
less
many
nine
none
one

2-6 (cont.)
ones
seven
six
ten
three
two

counting
zero

2-7
away
cake
game
games
lake
late
made
make
makes
name
names
pay
pay
same
save

cave
tail

2-8
bee
feed
feet
keep
keep
need
need
seed
seem
seen
sleep
street
streets
tree
trees

seek
sleeping

2-9
dear
ear
eating
hear
meat

2-9 (cont.)
near
read
reading
reads
sea
tea
week
weeks
year
years

neat
seal

2-10
find
fine
ice
kind
kinds
light
lights
liked
likes
nice
night
nights
pipe
ride
right

hike
pile

2-11
cry
fire
line
lines
live
mile
miles
pie
rides
side
tie
time
times
why
wide

dine
fry

2-12
boat
coat

2-12 (cont.)
cold
hole
home
know
knows
low
nose
note
road
roads
rose
row
snow

pole
soap

2-13
being
foot
gas
hall
lap
left
lived
lives
men
next
over
rain
some
wall
wet

role
sail

2-14
arm
arms
barn
bird
birds
card
far
farm
girl
girls
hard
harm
mark
park
warm

farming
harder

2-15
door
down
fur
house
more
morning
news
now
or
our
ours
round
sort
your
yours

cord
torn

2-16
aren't
can't
didn't
don't
hadn't
hasn't
have
haven't
having
he's
I'll
I'm
isn't
it's
I've

they'll
we'll

2-17
bills
city
hand
hands
kid
kids
king
room
rooms
school
schools
town
towns
wood
woods

gate
homes

2-18
balls
call
called
calls
fall
falls
pull
pulled
roll
small
spell
tell
tells
till
willing

jolly
rabbit

2-19
back
band
bank
end
hold
land
long
ring
rings
sick
sing
singing
sold
told
wind

banker
ending

2-20
buy
could
gave
give
gone
hope
lay
move
open
pick
took
walk
went
were
win

awake
overlook

2-21
adding
booked
calling
falling
help
helps
love
loves
said
send
sent
set
sets
take
takes

opens
planted

2-22
cook
cooking
doing
going
looked
looking
seeing
want
wanted
wanting
wants
work
worked
working
works

fishing
skating

2-23
black
blue
brown
color
colors
gold
gray
green
happy
joy
pink
red
tan
white
yellow

clown
purple

2-24
bring
brother
dress
drive
food
from
grade
grades
grass
grow
moon
soon
too
trip
try

brand
string

2-25
climb
flag
flat
fly
glad
plan
plans
plant
plate
plates
played
playing
plays
sled
slow

plow
slide

2-26
best
fast
last
lost
most
past
post
rest
stand
stay
stop
stores
story
test
west

tests
vast

2-27
father
than
thank
thanks
that
them
then
there
they
thin
thing
things
think
thinks
with

father's
thick

2-28
fish
ship
ships
shop
show
showing
shows
wash
washed
washing
what
when
where
who
wish

push
ranch

2-29
cannot
football
income
inside
outline
outside
somehow
someone
something
sometime
sometimes
today
tonight
within
without

goodnight
grandmother

2-30
ago
along
baby
become
candy
daddy
dinner
letter
never
older
only
saying
very
water
winter

alike
penny

3-1
act
added
bath
camp
cash
cashed
cast
class
half
handed
named
pack
packed
packing
place
placed
places
pray
safe
track

animal
asks
cable
gang
gather

3-2
been
begin
cent
cents
clean
cleaned
cleaning
desk
dressed

3-2 (cont.)
dresses
heat
hello
learn
meal
neck
rent
self
teach
teacher
teaching

eager
hero
mass
text
velvet

3-3
belong
belt
better
cream
deed
deep
delay
ends
enter
ever
every
felt
helped
helpful
helping
report
reports
return
returned
teeth

desert
knee
level
speed
temple

3-4
becomes
becoming
each
early
earth
east
even
evening
event
feeling

3-4 (cont.)
feels
fence
fresh
held
keeping
seat
selling
step
steps
these

export
pretend
second
selfish
slept

3-5
bright
fight
fighting
friend
gift
given
gives
giving
ill
itself
kisses
lie
lies
life
missing
picked
pride
rid
rights
sister

bids
discover
dislike
pillow
ribbon

3-6
aside
brick
die
died
fixed
high
higher
himself
inch
killed
might
mind

3-6 (cont.)
river
sight
slip
ticket
tickets
wild
window
windows

island
tied
tight
timber
wisdom

3-7
bid
bringing
brings
file
finding
finds
indeed
inform
ink
list
listed
lists
mills
mine
price
print
rich
riding
silk
visit

install
knife
linen
midnight
omit

3-8
aunt
Christmas
fourteen
Friday
ft.
Miss
Monday
Mr.
Mrs.
No.
O.K.
Saturday
sixteen

3-8 (cont.)
sixth
Sunday
Thursday
Tuesday
Wed.
Wednesday
weekly

men's
nineteen
protect
protest
seventeen

3-9
bond
both
coal
coats
crop
drop
goes
golden
holding
job
load
lots
mood
o'clock
own
sooner
stone
ton
won
won't

folly
hopeful
movie
ocean
solo

3-10
bunch
club
dust
hug
hundred
luck
lucky
lumber
lunch
number
numbers
pump
rubber
rug

3-10 (cont.)
rush
such
sum
truck
trunk
trust

backward
bloom
brain
broad
grip

3-11
afternoon
anyone
anything
anyway
anywhere
birthday
everyone
everything
everywhere
herself
household
myself
newspaper
railroad
railway
somebody
somewhere
sunshine
understand
yourself

carload
friendship
highway
standpoint
undertake

3-12
any
badly
body
busy
carry
handy
hardly
hurry
kindly
lady
lovely
namely
navy
nearly
nobody

3-12 (cont.)
pretty
silly
sleepy
sorry
study

dairy
glory
plainly
quietly
ugly

3-13
art
born
corn
corner
farmer
farmers
garden
horse
horses
large
larger
lord
marked
market
per
storm
turn
turned
yard
yards

forbid
forehead
garment
hardware
nerve

3-14
army
burn
cards
dark
forest
forever
forgive
form
forms
hurt
nor
north
pair
sir
sport
start

3-14 (cont.)
started
starting
world
worn

birth
bore
burned
smart
there's

3-15
about
above
across
again
ahead
alive
alone
around
asleep
became
began
begun
behind
below
beside
besides
recall
remark
remind
replace

apart
arise
relating
renew
reward

3-16
age
ages
dance
dances
date
dated
eye
eyes
hate
hated
leave
leaves
noted
notes
page
pages
please

3-16 (cont.)
pleased
state
states

crime
dined
huge
remove
uses

3-17
base
care
case
done
face
fate
joke
lose
race
rate
rule
sake
sale
size
sore
tire
vote
wife
wire
wise

native
rare
shame
shore
wine

3-18
blame
blank
block
blow
bread
clear
clock
close
closed
draw
drawing
drink
driving
drove
floor
flower
flowers
flying

3-18 (cont.)
glass
throw

blind
brass
breath
clothing
drug

3-19
dry
front
fruit
grand
grant
grave
great
ground
growing
smaller
smile
smoke
space
spend
spending
spent
spoke
spring
true
truth

dreamed
driven
flesh
flour
growth

3-20
stage
stamp
stamped
stamps
standing
stands
stayed
staying
stick
still
stood
stove
strong
sweet
swell
trace
trade
train
training

3-20 (cont.)
trying

haste
strain
stranger
stream
stunt

3-21
chair
chairs
cheer
child
children
shall
sheet
shoe
shoes
short
should
showed
thanking
thereby
thinking
third
those
whatever
wheel
whenever

chain
chamber
thoughtful
thread
thrill

3-22
after
almost
also
always
basket
button
count
dandy
does
found
glance
master
member
order
pain
painful
person
suit
tender
would

3-22 (cont.)
crown
gown
powder
powerful
shower

3-23
able
another
brothers
hang
jaw
later
lower
man's
money
month
mother's
often
oil
one's
oven
rather
soft
soil
south
table

loud
scout
smooth
tear
utmost

3-24
air
before
catch
cool
cost
cross
fair
few
first
hair
knew
match
once
party
poor
porch
roof
war
wool
wore

circus

3-24 (cont.)
merry
novel
unit
united

3-25
doors
hour
hours
houses
law
laws
letters
paper
papers
parts
pound
pounds
says
sides
sound
sounds
word
words
write
writes

bigger
biggest
carries
slowly
sweetest

3-26
hoped
hopes
hoping
longer
outlined
outstanding
overlooked
seemed
seems
taken
taking
talk
talked
talking
talks
use
used
wished
wishes
wishing

blessing
depending

3-26 (cont.)
gaining
hanging
thrilling

3-27
booklet
bottle
butter
cattle
forgot
getting
happen
however
hungry
lesson
matter
nothing
offer
outfit
people
platform
retail
somewhat
supper
yesterday

likewise
meanwhile
ownership
whoever
withdraw

3-28
beach
bear
dead
dreams
fear
head
heads
hearing
lead
least
mean
meaning
means
peach
reach
ready
real
rear
team
weak

beaten
dread
earn

3-28 (cont.)
preach
wheat

3-29
asked
asking
filled
filling
mail
mailed
mailing
moved
moving
opened
opening
paint
painted
paying
rained
raining
saved
saving
walked
walking

belonged
belonging
beloved
cleared
detailed

3-30
banking
banks
buying
coming
cover
covering
covers
living
loving
making
meet
meeting
meets
pass
passing
sending
sends
telling
wait
waiting

binding
greetings
losing
ruling
smiling

4-1
aid
aim
bless
costs
draft
dull
fund
golf
kept
lack
plus
press
quit
risk
shock
stock
struck
stuff
thus
which

alas
blessed
midst
width
wreck

4-2
afraid
dates
detail
details
easy
fail
failed
heaps
meetings
minds
noble
raise
sales
sign
treat
treated
treatment
writer
writing
wrote

avail
chiefly
cruel
defeat
ease

4-3
dare
due

4-3 (cont.)
hose
lace
locate
owe
pure
quite
range
rise
scale
score
shade
shape
spite
strange
taste
waste
while
whole

acre
acres
engage
guide
theme

4-4
blood
brought
clever
crazy
drawn
frame
freeze
grain
grown
peace
primary
prize
speak
speaking
spoken
stated
statement
statements
stating
tried

enemy
entry
gloomy
sought
surface

4-5
anybody
anyhow
baseball
basketball

4-5 (cont.)
chairman
everybody
handsome
lonesome
meantime
membership
newspapers
otherwise
overdue
post office
roommate
salesman
sweetheart
understood
warehouse
weekend

bookkeeping
companion
farewell
headquarters
yourselves

4-6
careful
carrying
clearly
cutting
dearest
discount
during
greater
greatly
needed
nevertheless
pleasing
shortly
sickness
sitting
swimming
thankful
unable
unless
using

clipping
finishing
happier
happily
weakness

4-7
absent
address
begins
behalf

4-7
center
chapter
contain
content
contents
demand
depend
doctor
except
excuse
expect
express
package
picnic
pity
postage

cement
dentist
expects
induce
mature

4-8
blanks
bonds
boxes
cases
clubs
feelings
grounds
lessons
members
movies
parents
persons
pupils
rates
sheets
sisters
sizes
stories
suits
wages

actions
clerks
cousins
fields
guests

4-9
church
darling
dirty
fairly
fever
heard

4-9 (cont.)
heart
marry
nurse
parties
permit
quarter
remarks
serve
share
spare
sugar
sure
turning
turns

churches
fare
hearty
verse
worship

4-10
copy
dozen
eighteen
eleven
fifteen
fifty
forty
fourth
inches
one-half
rules
second
seventy
sixty
thirty
thousand
twelve
twenty
twenty-five
twice

eighth
eighty
ninety
seventh
thirteen

4-11
agree
amount
because
between
breakfast
country
county
daily

4-11 (cont.)
enough
honey
idea
ideal
leather
nation
question
reason
repeat
retain
season
weather

countries
debate
elect
safety
tough

4-12
battle
bottom
coffee
dollar
dollars
follow
followed
following
follows
gallon
happened
happens
latter
middle
remitted
settle
sudden
suffer
upper
valley

barrels
fitted
quarrel
rotten
village

4-13
April
August
Dec.
December
Feb.
February
Jan.
January
July

4-13 (cont.)
June
March
May
monthly
months
Nov.
November
Oct.
October
September
Thanksgiving

customs
Easter
holidays
Sept.
shopping

4-14
ashamed
based
cared
colored
covered
devoted
dreamed
entered
formed
fried
granted
missed
mixed
owned
passed
removed
rushed
stopped
tired
wired

buried
combined
declared
gathered
slipped

4-15
board
bought
bound
cause
death
doesn't
health
join
joined
noise

4-15 (cont.)
poem
poet
proud
reached
reaches
rough
voice
young
younger
youth

cough
scare
stupid
talent
violin

4-16
branch
branches
chance
chances
chicken
chickens
department
departments
fact
facts
fellow
fellows
payment
payments
picture
pictures
tax
taxes
thought
thoughts

courts
fixtures
intentions
merchant
witness

4-17
couldn't
cute
delight
delighted
delightful
ought
paid
phone
plain
proof
raw

4-17 (cont.)
sew
sewing
since
that's
touch
wasn't
whom
whose
wrong

knit
knocked
thrown
unknown
you're

4-18
await
awaiting
break
change
changed
changes
coast
deal
dealer
keen
lazy
piece
priced
prices
provide
providing
quiet
remain
remains
waited

coupon
crowded
escape
escaped
grocery

4-19
charming
cheerful
dancing
finest
gladly
goodness
illness
improve
leading
likely
mighty
movement

4-19 (cont.)
nicely
partly
putting
safely
stronger
strongly
until
wedding

arrives
arriving
faithful
impressed
improving

4-20
apartment
dining
display
former
fully
highest
highly
leaving
letting
lowest
misunderstanding
nearest
owner
placing
really
setting
truly
trusting
understanding
useful

formal
improvements
informal
locating
vacant

4-21
angry
answer
extra
fancy
finish
handle
handled
handling
honest
hotel
instead
intend
kitchen

4-21 (cont.)
limit
listen
manage
manner
music
remit
silver

ankle
circle
consult
inspects
venture

4-22
already
deliver
family
history
interest
interested
introduce
potatoes
radio
recover
remember
replaced
reported
reporting
returning
together
tomorrow
vacation
visited
visiting

addressing
conducted
dangerous
uniform
victory

4-23
classes
closing
cloth
clothes
dropped
freedom
fright
group
prevent
printed
printing
program
shown
slight

4-23
spread
steady
steel
strike
travel
trouble

chosen
document
handkerchief
project
sleeves

4-24
agent
among
cotton
danger
events
foolish
heaven
heavy
matters
moment
pencil
perhaps
plenty
pocket
render
sample
silent
subject
uncle
welcome

cottage
dying
lying
passage
swear

4-25
awhile
duty
iron
kindest
kindness
lonely
mistake
notice
office
record
refund
refuse
refused
salad
simple

4-25
single
value
whereas
wherein
worry

boiler
burden
divide
engineer
foul

4-26
court
eastern
farther
forward
orange
ordered
ordering
orders
pardon
power
queer
regard
regarding
repair
repairs
surprise
their
western
worse
worth

gasoline
replaced
ruin
touched
tractor

4-27
acted
acting
build
building
built
charge
charged
charges
check
checked
enjoy
enjoyed
enjoying
filed
files
filing
fold

4-27
folder
informed
informing

bobbed
collecting
create
disgusted
rapid

4-28
knowing
known
laugh
laughed
learned
learning
planned
planning
point
points
present
presents
prove
proved
quick
quickly
wonder
wondered
wonderful
wondering

amuse
amused
amusing
creature
tickled

4-29
broke
broken
coach
gain
gained
invite
invited
laid
lately
latest
loads
maid
main
property
shipment
shipments
steam
teachers
vain

4-29 (cont.)
voted

admired
colleges
entrance
gentle
image

4-30
bother
contest
else
field
finals
friendly
friends
guess
humble
idle
joint
loose
proper
title
watch
watching
wear
wearing
woman
women

adorable
bushel
calm
cloudy
mental

5-1
advance
advice
arrive
degree
deserve
feature
future
lease
niece
practice
praise
private
purpose
realize
receive
release
reserve
scarce
scene
silence

5-1 (cont.)
assuming
encouraging
indicating
practicing
producing

5-2
all right
auto
automobile
elsewhere
gentleman
gentlemen
needless
neighbor
neighborhood
overcharged
oversight
palace
salesmen
themselves
therefore
through
throughout
useless
wherever
wholesale

activity
formerly
mystery
occupy
remedy

5-3
avenue
captain
Co.
company
convention
Dept.
Dr.
etc.
fifth
junior
lbs.
length
measure
memo
packages
period
volume
wouldn't
year's
you'll

degrees
districts

5-3 (cont.)
governor
kindergarten
Senators

5-4
carried
cities
complete
completed
copies
decide
decided
divided
duties
married
replied
reply
series
studied
studies
studying
supplied
supplies
supply
worried

enemies
factories
families
policies
steadily

5-5
dispatch
dispose
disposed
prepaid
prepare
prepared
preparing
produce
produced
recent
recently
reduce
reduced
reduction
remainder
remaining
result
results
review
submit

discontinue
reducing
relieve
uncertain
unpleasant

5-6
adjust
adjusted
adjustment
adopt
adopted
agents
agreed
agreements
answered
answering
answers
bearing
believe
believed
believing
carefully
caused
causes
payable
suitable

amusement
associated
attempted
crediting
disagreeable

5-7
action
addition
collect
collected
collection
comply
complying
elected
election
engaged
entering
excited
exciting
fashion
finished
inclined
information
intention
interesting
interests

civilization
estimated
honored
inspiration
pertaining

5-8
average
candidate

5-8 (cont.)
carriage
climate
damage
damaged
enable
estate
garage
language
located
location
management
manager
message
operate
operated
operation
shortage
storage

liable
progressive
respectable
respective
Senate

5-9
America
barrel
battery
bridge
campus
chief
clerk
collar
concert
congress
cousin
daughter
devil
edge
engine
factory
furniture
holiday
hospital
tennis

atmosphere
career
exhibit
humor
industry

5-10
catalog
catalogs
contract

5-10
contracts
course
courses
habit
habits
invoice
invoices
item
items
minute
minutes
mountain
mountains
problem
problems
section
sections

exercises
features
instructors
issues
lectures

5-11
cheap
cheaper
checking
checks
choice
choose
faith
faithfully
furnish
furnished
furnishing
further
machine
machinery
machines
northern
publish
published
search
southern

approach
athletics
chorus
specific
speeches

5-12

arguments
attend
consent
constant

5-12 (cont.)
extend
extended
extending
government
husband
importance
important
independent
instant
intended
laundry
meant
president
represent
represented
represents

applicant
diamond
dividend
evident
urgent

5-13
abstract
admit
affect
ample
attack
central
confess
credit
effort
efforts
empty
gotten
hence
human
judge
lodge
metal
model
seldom
subjects

errors
exist
gossip
opera
pledge

5-14
breaking
desire
desired
desires
revised

5-14 (cont.)
secure
secured
securing
select
selected
selection
served
service
services
servicing
shipped
shipping
signed
traveling
written

appearing
arranging
attempting
describing
supplying

5-15
altogether
deeply
lovingly
perfect
perfectly
personal
pleasant
properly
regular
remarkable
simply
slightly
special
stiff
suddenly
surely
surprised
usually
weary
worthy

beautifully
dreadfully
earnestly
locally
reasonably

5-16
beautiful
beauty
closely
delivered
delivery

5-16 (cont.)
destroy
energy
entire
entirely
envy
honestly
honesty
introduced
introductory
journey
largely
liberty
lively
memory
policy

assembly
deny
harmony
locality
maturity

5-17
borrow
correct
corrected
figure
figured
figures
firm
insured
natural
naturally
nature
records
reverse
sermon
several
skirt
sorrow
square
support
worst

confirming
curtain
injury
major
rural

5-18
curious
custom
decent
delicate
English
equal

5-18 (cont.)
evil
famous
limited
million
modern
normal
pleasure
popular
prompt
public
solid
straight
total
usual

brilliant
fierce
furious
horrible
ignorant

5-19
although
appears
applies
certified
claim
claims
complain
couple
dealers
disease
greatest
guest
ideas
ladies
loan
poems
poetry
prayer
pupil
science

grief
interior
league
relieved
religion

5-20
addresses
beginning
command
comment
common
compared
conduct

5-20 (cont.)
control
difference
different
guessed
loss
offices
pattern
settled
settlement
suffered
suffering
suppose
supposed

commence
connect
innocent
struggle
submitting

5-21
balance
citizens
consider
continue
conversation
debt
deduction
delayed
deposit
deposited
entertain
example
expected
expecting
general
improved
improvement
invitation
local
manufacture

audience
instances
nonsense
performance
residence

5-22
advertised
advise
advised
allow
allowed
allowing
amounting
amounts

5-22 (cont.)
contained
containing
contains
describe
distance
either
enclose
enclosed
enclosing
exchange
expressed
extent

affected
concluded
contribute
expectation
indifferent

5-23
beyond
demands
depends
direct
directed
directly
easier
final
justice
labor
minister
motion
motor
notations
noticed
notion
population
regardless
regards
satisfaction

function
intervals
procured
resigned
unsatisfactory

5-24
admire
awful
carbon
certain
comfort
crowd
fought
inquire

5-24 (cont.)
inquired
involved
presented
process
proposed
provided
remembered
rendered
repaired
seconded
sentence
valued

associated
discontinued
graduated
imagined
permitted

5-25
funds
manners
pieces
product
production
products
promise
promised
promises
prospect
prospects
questions
relation
relations
samples
soldiers
view
views
visitor
visitors

balances
commands
comments
complaints
creatures

5-26
electric
explain
explained
explaining
insist
inspection
interview

5-26 (cont.)
investment
mistaken
object
objection
positive
positively
reputation
request
requested
requesting
requests
respect
suspect

exceptional
exceptions
existing
straighten
suggesting

5-27
false
fault
favor
favored
favorite
favors
include
included
including
increase
increased
increases
increasing
mention
mentioned
neglect
neglected
offered
offering
offers

tongue
vacancy
vanity
vision
yield

5-28
against
double
national
neither
percent
possible
reasonable
reasons

5-28
require
required
requires
secret
semester
senior
speech
standard
toward
towards
trial
troubles

bonus
confirm
international
percentage
strict

5-29
aboard
active
compare
oblige
obliged
owing
portion
position
postal
progress
protection
relative
social
soul
station
sweater
telegram
telephone
theater
tracer

admission
completion
conviction
historical
manual

5-30
bargain
obtain
obtained
obtaining
prefer
profit
profitable
promptness

5-30 (cont.)
quote
quoted
quoting
students
term
terms
though
thousands
traffic
union
unpaid
waist

observation
personality
stationary
stomach
straightened

6-1
accept
acceptable
acceptance
accepted
accepting
certificate
certificates
circular
data
edition
editor
liberal
material
materials
particular
particularly
quantities
quantity
style
subscription

circulation
circumstance
enthusiasm
enthusiastic
materially

6-2
absolute
absolutely
available
cancel
canceled
cancellation
circumstances
deducted
effect

6-2 (cont.)
effective
minimum
practical
practically
realized
recognize
scenery
source
submitted
variety
various

pending
recognized
requisition
specify
statistics

6-3
accordance
according
accordingly
basis
collections
commerce
commercial
defective
equipment
equipped
merit
parcel
purchase
purchased
purchases
purchasing
qualities
quality
sense
sensible

A.M.
Ave.
P.M.
Prof.
St.

6-4
acquaintance
acquainted
attractive
college
concern
concerned
concerning
demonstration
examination
examinations
examine

6-4 (cont.)
examined
faculty
failure
instruct
instructed
instruction
instructions
requirements
session

dormitory
fraternity
persuade
persuaded
sorority

6-5
account
accounting
accounts
column
companies
company's
depot
employed
employees
financial
gross
industrial
liability
manufacturers
manufacturing
merchandise
patent
salary
specifications
specified

accompany
accomplish
foliage
galvanized
utilize

6-6
actual
actually
attorney
belief
combination
communicate
communication
design
evidence
evidently
furthermore
guilty

6-6 (cont.)
headache
heretofore
inquiries
inquiring
inquiry
investigate
investigation
parcel post

bankruptcy
debtor
indebtedness
intellectual
petition

6-7
acknowledge
acknowledged
acknowledging
acknowledgment
conclude
conclusion
confusion
destination
establish
established
inability
intelligent
jealous
miserable
partial
permanent
receipt
receipts
received
receiving

apology
confirmation
economics
economy
intelligence

6-8
advantage
advantages
attitude
commencement
condition
conditions
dignity
exact
exactly
graduate
graduation
missionary

6-8 (cont.)
privilege
professor
recommend
recommendation
recommended
satisfactorily
satisfy
superintendent

profession
professional
recommending
respectively
scholarship

6-9
advisable
advising
brief
commission
confidence
confident
distribution
executed
executive
instance
opposite
pamphlets
pressure
publication
remittance
renewal
resolution
scheme
security
severe

confidential
opposition
publicity
publishers
remittances

6-10
advertisement
advertising
attention
committee
connected
connection
connections
district
experience
experienced
issued
observe
permission

6-10 (cont.)
proceed
refer
reference
referred
referring
sacrifice
wholly

apologize
mysterious
peculiar
proceedings
separately

6-11
affection
affectionate
affectionately
compliment
congratulate
congratulations
division
engagement
favorable
favorably
impression
judgment
legal
luncheon
marriage
moral
mutual
official
religious
tremendous

artificial
exquisite
license
sentiment
virtue

6-12
affair
affairs
attempt
business
businesses
compliance
considerable
considerably
consideration
considered
considering
domestic
expense
expenses

6-12 (cont.)
expensive
opportunities
opportunity
succeed
succeeded
transaction

accurate
committed
competent
ignorance
ridiculous

6-13
absence
appear
appearance
appeared
comparison
consequence
consequently
duplicate
equally
frequent
frequently
leisure
mere
merely
preferred
promptly
situation
sufficient
sufficiently
temporary

comparatively
complements
preference
temporarily
tragedy

6-14
accident
announced
announcement
assume
C. O. D.
competition
convenience
convenient
corporation
enclosure
entertainment
fortunate
fortunately
obligation
obligations

6-14 (cont.)
positions
principle
principles
regularly
secretary

accustomed
collateral
illustrated
illustrations
voucher

6-15
application
applications
applied
apply
applying
complaint
correction
correctly
employment
error
impossible
original
originally
possibility
possibly
relief
scarcely
treasures
valuable
warrant

anxiety
facilities
initial
initiation
tendency

6-16
accommodate
apparent
apparently
assortment
benefit
compelled
cooperate
cooperation
entitled
exception
influence
occupied
ordinary
probable
probably
serious

6-16 (cont.)
seriously
terrible
terribly
vicinity

accommodation
exceptionally
mathematics
ordinarily
probability

6-17
accomplished
appreciate
appreciated
appreciation
completely
correspond
correspondence
correspondent
envelope
envelopes
mortgage
personally
photograph
register
registered
signature
stationery
telegraph
transfer
transferred

adequate
conceive
corresponding
extraordinary
registration

6-18
activities
appointed
appointment
association
conference
customer
customers
estimate
explanation
generally
generous
guarantee
occur
occurred
occurs
poultry
success

6-18 (cont.)
successful
transit
transportation

conscience
conscious
gradually
guaranteed
successfully

6-19
additional
approval
approve
approved
bulletin
concrete
credited
credits
excellent
extension
necessarily
necessary
necessity
premium
proportion
response
responsibility
responsible
superior
supreme

defense
delicious
enormous
tournament
wretched

6-20
adjourned
approximate
approximately
ascertain
cabinet
current
definite
definitely
essential
expression
journal
knowledge
lecture
magazine
medicine
nervous
operating
patience

6-20 (cont.)
patient
reception

definition
efficiency
efficient
installation
legislature

6-21
administration
arranged
arrangement
arrangements
calendar
criticism
difficult
difficulties
difficulty
endeavor
existence
numerous
organization
organized
physical
prior
system
territory
thorough
thoroughly

alumni
desperate
endeavoring
prominent
vacancies

6-22
admitted
appeal
arrival
arrived
campaign
courtesy
desirable
desirous
especially
excitement
grateful
occasion
occasional
occasionally
occasions
precious
representative
representatives
separate

6-22 (cont.)
splendid

courteous
gratitude
indefinite
indefinitely
temperature

6-23
advanced
assist
assistance
assistant
banquet
capable
council
described
description
earnest
height
includes
inclusive
orchestra
preparation
previous
previously
suggested
suggestion
suggestions

anticipation
controversy
descriptive
magnificent
marvelous

6-24
afford
anxious
article
articles
capacity
cordially
determine
determined
exceedingly
funeral
heartily
inconvenience
inconvenienced
insurance
readily
respectfully
sincere
sincerely
sympathy

6-24 (cont.)
whether

compensation
distinct
distinctly
possess
substantial

6-25
assurance
assure
assured
assuring
capital
convinced
disappoint
disappointed
exhausted
genius
genuine
imagination
imagine
omitted
possession
presence
regretting
similar
spirit
spirits

disappointment
eliminate
esteemed
immense
laboratory

6-26
agreeable
anticipate
assigned
assignment
cashier
continued
discuss
discussed
discussion
extremely
hesitate
itemized
literary
literature
method
methods
principal
schedule
substitute
theory

6-26 (cont.)
continually
extreme
incidentally
melancholy
qualified

6-27
agriculture
attach
attached
attaching
bureau
certainly
comfortable
contrary
doubt
doubtful
doubtless
finally
indicate
indicated
opinion
opinions
presume
proposition
strength
strictly

distinguish
intimate
passion
precisely
supplement

6-28
allowance
annual
attendance
attended
century
civil
communities
constitution
develop
developed
development
educational
exercise
federal
glorious
individual
justified
justify
majority
society

grammar
prosperous

6-28 (cont.)
requirement
thence
unusually

6-29
ambition
author
authority
authorized
character
construction
decision
disposition
earlier
earliest
excess
guardian
immediate
immediately
medium
memorandum
paragraph
quotation
quotations
sketch

authorities
authorize
excessive
preliminary
technique

6-30
ability
agency
ancient
awfully
chemistry
constantly
director
directors
exclusive
familiar
foreign
institute
institution
military
notified
notify
patronage
political
politics
reliable

affidavit
analysis
philosophy

6-29 (cont.)
psychology
questionnaire

CUMULATIVE WORD LIST

CUMULATIVE WORDS

Each word is coded in a column to its right. E designates Enrichment Word. The first number denotes grade level followed by a hyphen and the lesson number in which the word appears.

WORD	GRADE	WORD	GRADE
ability	6-30	actually	6-6
able	3-23	add	2-6
aboard	5-29	added	3-1
about	3-15	adding	2-21
above	3-15	addition	5-7
absence	6-13	additional	6-19
absent	4-7	address	4-7
absolute	6-2	addresses	5-20
absolutely	6-2	addressing	E4-22
abstract	5-13	adequate	E6-17
accept	6-1	adjourned	6-20
acceptable	6-1	adjust	5-6
acceptance	6-1	adjusted	5-6
accepted	6-1	adjustment	5-6
accepting	6-1	administration	6-21
accident	6-14	admiration	E5-29
accommodate	6-16	admire	5-24
accommodation	E6-16	admired	E4-29
accompany	E6-5	admission	5-29
accomplish	E6-5	admit	5-13
accomplished	6-17	admitted	6-22
accordance	6-3	adopt	5-6
according	6-3	adopted	5-6
accordingly	6-3	adorable	E4-30
account	6-5	advance	5-1
accounting	6-5	advanced	6-23
accounts	6-5	advantage	6-8
accurate	E6-12	advantages	6-8
accustomed	E6-14	advertised	5-22
acknowledge	6-7	advertisement	6-10
acknowledged	6-7	advertising	6-10
acknowledging	6-7	advice	5-1
acknowledgment	6-7	advisable	6-9
acquaintance	6-4	advise	5-22
acquainted	6-4	advised	5-22
acre	E4-3	advising	6-9
acres	E4-3	affair	6-12
across	3-15	affairs	6-12
act	3-1	affect	5-13
acted	4-27	affected	E5-22
acting	4-27	affection	6-11
action	5-7	affectionate	6-11
actions	E4-8	affectionately	6-11
active	5-29	affidavit	E6-30
activities	6-18	afford	6-24
activity	E5-2	afraid	4-2
acts	E1-2	after	3-22
actual	6-6	afternoon	3-11
		again	3-15

WORD	GRADE
against	5-28
age	3-16
agency	6-30
agent	4-24
agents	5-6
ages	3-16
ago	2-30
agree	4-11
agreeable	6-26
agreed	5-6
agreements	5-6
agriculture	6-27
ahead	3-15
aid	4-1
aim	4-1
air	3-24
alas	E4-1
alike	E2-30
alive	3-15
all	1-14
allow	5-22
allowance	6-28
allowed	5-22
allowing	5-22
almost	3-22
alone	3-15
along	2-30
already	4-22
all right	5-2
also	3-22
although	5-19
altogether	5-15
alumni	E6-21
always	3-22
A.M.	E6-3
am	1-7
ambition	6-29
America	5-9
among	4-24
amount	4-11
amounting	5-22
amounts	5-22
ample	5-13
amuse	E4-28
amused	E4-28
amusement	E5-6
amusing	E4-28
an	1-3
analysis	E6-30
ancient	6-30
and	1-3
angry	4-21
animal	E3-1
ankle	E4-21
announced	6-14
announcement	6-14
annual	6-28
another	3-23
answer	4-21
answered	5-6
answering	5-6
answers	5-6
anticipate	6-26
anticipation	E6-23
anxiety	E6-15
anxious	6-24
any	3-12
anybody	4-5
anyhow	4-5
anyone	3-11
anything	3-11
anyway	3-11
anywhere	3-11
apart	E3-15
apartment	4-20
apologize	E6-10
apology	E6-7
apparent	6-16
apparently	6-16
appeal	6-22
appear	6-13
appearance	6-13
appeared	6-13
appearing	E5-14
appears	5-19
apple	E1-15
apples	E1-15
applicant	E5-12
application	6-15
applications	6-15
applied	6-15
applies	5-19
apply	6-15
applying	6-15
appointed	6-18
appointment	6-18
appreciate	6-17
appreciated	6-17
appreciation	6-17
approach	E5-11
approval	6-19
approve	6-19
approved	6-19
approximate	6-20
approximately	6-20
April	4-13
are	1-7

WORD	GRADE	WORD	GRADE
aren't	2-16	attempt	6-12
arguments	5-12	attempted	5-6
arise	E3-15	attempting	E5-14
arm	2-14	attend	5-12
arms	2-14	attendance	6-28
army	3-14	attended	6-28
around	3-15	attention	6-10
arranged	6-21	attitude	6-8
arrangement	6-21	attorney	6-6
arrangements	6-21	attractive	6-4
arranging	E5-14	audience	E5-21
arrival	6-22	August	4-13
arrive	5-1	aunt	3-8
arrived	6-22	author	6-29
arrives	E4-19	authorities	E6-29
arriving	E4-19	authority	6-29
art	3-13	authorize	E6-29
article	6-24	authorized	6-29
articles	6-24	auto	5-2
artificial	E6-11	automobile	5-2
as	2-1	avail	E4-2
ascertain	6-20	available	6-2
ashamed	4-14	Ave.	E6-3
aside	3-6	avenue	5-3
ask	2-1	average	5-8
asked	3-29	await	4-18
asking	3-29	awaiting	4-18
asks	E3-1	awake	E2-20
asleep	3-15	away	2-7
assembly	E5-16	awful	5-24
assigned	6-26	awfully	6-30
assignment	6-26	awhile	4-25
assist	6-23	baby	2-30
assistance	6-23	back	2-19
assistant	6-23	backward	E3-10
associated	E5-26	bad	2-1
association	6-18	badly	3-12
assortment	6-16	bag	2-1
assume	6-14	bags	2-1
assuming	E5-1	bake	E1-9
assurance	6-25	balance	5-21
assure	6-25	balances	E5-25
assured	6-25	ball	1-14
assuring	6-25	balls	2-18
at	1-2	band	2-19
atempting	E5-14	bank	2-19
athletics	E5-11	banker	E2-19
atmosphere	E5-9	banking	3-30
attach	6-27	bankruptcy	E6-6
attached	6-27	banks	3-30
attaching	6-27	banquet	6-23
attack	5-13	bargain	5-30
		barn	2-14

WORD	GRADE	WORD	GRADE
barrel	5-9	besides	3-15
barrels	E4-12	best	2-26
base	3-17	bet	2-2
baseball	4-5	better	3-3
based	4-14	between	4-11
basis	6-3	beyond	5-23
basket	3-22	bid	3-7
basketball	4-5	bids	E3-5
bat	2-1	big	1-13
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battery	5-9	biggest	E3-25
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